



COMMITTEE OF THE WHOLE MEETING



September 14, 2015

MILLARD PUBLIC SCHOOLS
BOARD COMMITTEE OF THE WHOLE

The Board of Education Committee of the Whole will meet on Monday, September 14, 2015 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

The Public Meeting Act is posted on the Wall and Available for Public Inspection

Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board Vice-President before the meeting begins.

A G E N D A

1. Strategic Plan
2. Strategy 2.6

Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board Vice President before the meeting begins.

AGENDA SUMMARY SHEET

Agenda Item: Strategic Plan

Meeting Date: September 14, 2015

Title and Brief Description: Update of Current Strategies

Action Desired: N/A

Background: With the retirement of several MPS leaders who helped implement and facilitate the past 25 years of our MPS Strategic Planning process, internal Strategic Plan facilitator, Jane Pille, was tasked with compiling historical information. Based on Jane's notes and other Millard documents, the history of our mission and belief statements was compiled. The purpose of the written report is to have a historical reference of the changes to our MPS Mission and Belief Statements. The purpose of our oral presentation tonight is to share the implementation status of our three strategies.

Options/Alternatives

Considered: N/A

Reference: NA

Strategic Plan Reference: Mission, Belief Statements, Strategies

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible

Persons: Dr. Kim Saum-Mills

Superintendent's Signature: _____



Millard Public Schools Strategic Planning

Millard Public Schools (MPS) has benefitted from a 25 year history of District Strategic Planning. MPS Strategic Planning has pushed our District to more than just improvement. Millard has created systematic, organizational, and climate changes based on the work of valued stakeholders. Bill Cook defines strategic planning as, “the method by which a community continuously creates artifactual systems to serve extraordinary purpose.” (The Cambrian Group Facilitator’s Guide, 2011) The information below briefly summarizes the history with our mission, belief statements and strategies.

History of MPS Mission

As defined in the strategic planning process used in Millard Public Schools, the mission is the District’s loftiest aspiration. It is not meant to be measured. The MPS mission has evolved since 1990.

1990 - MPS Mission

The mission of the Millard Public Schools, the leader in an educational partnership with students, home, and community, is to ensure all students learn the skills, knowledge, and attitudes necessary for responsible living in a changing global society; this will be accomplished by a staff dedicated to excellence in a safe, caring environment characterized by:

- clearly defined and measured learner outcomes
- effective teaching
- diverse programs
- utilization of technology

1997 - MPS Mission

In the continuing pursuit of educational excellence, the Millard Public Schools will ensure that all students learn the academic and life skills necessary for personal success and responsible living. This will be accomplished through:

- a partnership with home and community
- diverse opportunities which challenge each student
- clearly defined and measured standard for students and staff

Because of the numerous accomplishments from strategic planning, the team rewrote the mission in 1997. Some of the accomplishments to note are:

- essential learner outcomes (ELOs) were identified
- assessments had been written for those outcomes
- re-teaching plans when students did not master the outcomes
- first PDK curriculum audit (1997)
- Millard Instructional Model (MIM) had been written to guide our staff in the areas of planning, instruction, assessment, learning environment, and professional responsibilities

2003 - MPS Mission

The mission of the Millard Public Schools is to guarantee all students learn the academic and life skills necessary for personal success and responsible citizenship in a global society by creating a world-class educational system characterized by innovative and diverse opportunities designed to challenge each student.

According to long time MPS internal facilitator, Mrs. Jane Pille, the selection of words for the mission was a task that was taken very seriously. The following represents discussion that preceded word choice and actions that were later taken to ensure that MPS was moving closer to living out the words of the mission.

The word, *guarantee*, was discussed at length. Actions that took place in MPS after this word choice in our mission included the following:

- the mastery of the essential learner outcomes (ELOs) became a graduation requirement
- Professional Learning Communities (PLCs) were started
- a Pyramid of Interventions was created at each building
- data analysis became a more refined process

The descriptor *world-class* caused even more discussion. Many asked how could world-class be defined? How would MPS know if we reached that status? Was it an arrogant statement? The definition remained ambiguous. Some members of the Strategic Planning team thought it meant collaborating and working with people from around the world. Others defined it as being the best of the best. Both were identified as being correct. Based on this descriptor in our mission, the District joined two consortiums called NFUSSD and Mid-States Benchmarking Consortium for Excellence. NFUSSD stands for National Federation of Urban and Suburban School Districts. “The Federation shares with its members important research and information on a wide variety of subjects by sponsoring studies, workshops and seminars. These programs allow member school systems to exchange theories, examine practices, evaluate operations and benefit from their combined experiences. Some areas of mutual concern are improved communications, school security, teacher evaluation, student rights and responsibilities, discipline, special education, governance, reductions in force and finance.” (Retrieved from <http://nfussd.org/main.php?id=8> August 6, 2015) Current membership of NFUSSD includes the following 15 school districts:

Blue Springs School District, MO
Canyons School District, UT
Granite District, UT
Jefferson Parish Public School, LA
Kanawha County, WV
North Kansas City District, MO
St. Charles Parish, LA
Topeka Public Schools, KS

Cabell County, WV
Davis District, UT
Greenville County, SC
Jordan School District, UT
Millard Public Schools, NE
Papillion-LaVista School District, NE
St. Tammany Parish, LA

The Mid-States Benchmarking Consortium for Excellence is often referred to as the Benchmark Group. The current membership of this consortium includes:

Cedar Rapids community School District, IA
Edmond Public Schools, OK
Keller Independent School District, TX
Naperville Community School District 203, IL
Williamson County Schools, TN

Deer Valley Unified School District, AZ
Francis Howell School District, MO
Millard Public Schools, NE
Olathe Public Schools USD 233, KS

In 2003, discussion from the Strategic Planning team revolved around the word, *innovative*, which the group believed demonstrated our willingness to try new things. The word, *all*, at the beginning of the mission gave the connotation that as a whole, as a collective body, all students would learn the academic and life skills. The word, *each*, at the end of the mission was meant to create the sense of individual students being challenged.

2009 - MPS Mission (current)

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

In 2009, the MPS mission was revised again. According to internal facilitator, Mrs. Jane Pille, the following represents discussion points that led to changes in the wording of the mission.

The order of *all students* and *each student* was reversed after the conversation that *each* student reflects the individuality of the 22,000 students and *all students* defines the collective body, the family of Millard students, and the subjects of the function of our mission. *Character traits* was selected based on its relevancy over *life skills*. The selection of verbiage, *Develops the character traits*, symbolizes the fluidity and developmentally appropriate evolution of character. The word *knowledge* replaced *academic*. Verbs were specifically chosen by the 2009 Strategic Planning team. *Masters* the knowledge and skills indicates that assessments can be given to demonstrate the mastery of skills at all levels of learning. *Personal excellence* reflected the individual goals that students had the opportunity to set, encouraging each student to move as far academically as they could, regardless of their unique abilities. The word, *excellence*, was used because it was deemed to be a stronger word than *success*. *Creating* a world-class education system was modified to read *developing* following a lengthy discussion that determined MPS is not starting with a blank slate, but rather refining and improving our current educational system. After being replaced in the previous mission rewrite, the word, *effective*, replaced *innovative*. The rationale was that newest is not always best and effectiveness was our loftiest aspiration.

History of MPS Belief Statements

All members of the first Millard Strategic Planning team were asked to define their beliefs. If there was consensus amongst all members, the belief was added to the list. Subsequent changes to the beliefs occurred after discussion and consensus from each District strategic planning team. The Cambrian Group defines belief statements as, “The unequivocal expression of fundamental values, convictions, and character.” (Strategic Planning Workbook, 2011)

The following outlines the various changes to the MPS Belief Statements from 1990 to present.

1990 - Belief Statements

WE BELIEVE:

- In the worth of the individual.
- All people can learn.
- High expectations produce high achievers.
- All people are entitled to a safe, caring environment.
- Our greatest resource is people.
- Change requires lifelong learning
- Excellence justifies the investment
- Education is the shared responsibility of all.
- The future of our democratic society depends upon educated and involved citizens.
- Public education benefits the entire community.
- Schools are accountable to the community.
- Diversity enriches life.
- Schools, home, and community share the responsibility for shaping character.
- Success builds self-esteem; self-esteem promotes success
- Risk-taking is essential for growth.

September, 1995 - Belief Statements

One small change occurred by moving the word “home” in front of school and community in the following 1995 belief statement.

Home, school, and community share the responsibility for shaping character.

January, 1997 - Belief Statements

Two belief statements were changed in 1997.

1995 - High expectations produce high achievers.

1997 - High expectations promote higher achievement.

1995 - Success builds self-esteem; self-esteem promotes success.

1997 - Achievement builds self-esteem; self-esteem promotes achievement.

March, 1998 - Belief Statements

One belief statement was changed in March, 1998.

1997 - Each individual has worth.

1998 - In the worth of the individual.

September, 1998 - Belief Statements

One belief statement was added in September, 1998 and two were modified.

Individuals are responsible for their actions.

March, 1998 - Change requires lifelong learning

September, 1998 - Change creates opportunity and the need for lifelong learning.

March, 1998 - Home, school, and community share the responsibility for shaping character.

September, 1998 - Shaping and developing character is the shared responsibility of the individual, home, school, and community.

August, 1999 - Belief Statements

One belief statement was modified in 1999.

September 1998 - Change creates opportunity and the need for lifelong learning.

August, 1999 - Change requires lifelong learning.

January, 2000 - Belief Statements

One belief statement was modified in 2000.

August, 1999 - Change requires lifelong learning.

January, 2000 - Dealing effectively with change requires life-long learning.

August, 2003 - Belief Statements

One belief statement was deleted and three were modified in 2003.

Deleted - Dealing effectively with change requires life-long learning

January 2000 - Excellence is worth the investment

August, 2003 - Excellence justifies the investment

January, 2000 - All people are entitled to a safe, caring environment.

August, 2003 - All people are entitled to a safe, caring, and respectful environment.

January, 2000 - Education is the shared responsibility of all.

August, 2003 - Public education is the shared responsibility of all.

March, 2009 - Belief Statements

One belief statement was deleted and one was modified in 2009.

Deleted - All schools are accountable to the community.

August, 2003 - Public education is the shared responsibility of all.

March, 2009 - Public education benefits the entire community and is the shared responsibility of all.

August, 2012 - Belief Statements

No changes were made from 2009. Our current Belief Statements are listed below.

WE BELIEVE:

Each individual has worth.

Individuals are responsible for their actions.

Our greatest resource is people.

Diversity enriches life.

All people can learn.

High expectations promote higher achievement.

Achievement builds self-esteem; self-esteem promotes achievement.

All people are entitled to a safe, caring, and respectful environment.

Responsible risk-taking is essential for growth.

Excellence is worth the investment.

Educated and involved citizens are necessary to sustain our democratic society.

Public education benefits the entire community and is the shared responsibility of all.

All schools are accountable to the community.

Shaping and developing character is the shared responsibility of the individual, family, school and community.

Current Strategies

1. We will address financial challenges facing our district in order for us to achieve our mission and objectives. (2004/2009/2012/2014)
2. We will develop and implement plans utilizing instructional best practices, formative and summative assessments and student data designed to ensure that all students are college and career ready. (2012/2014)
3. We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship. (2009/2012/2014)

Implemented Strategies

- (1990) *We will ensure we have facilities necessary to achieve our mission and objectives.*
- (1990) *We will develop and implement plans to ensure the highest quality staff.*
- (1992) *We will design and implement co-curricular programs (clubs and activities) to help us achieve our mission.*
- (1995) *We will develop and implement plans to communicate effectively, both internally and externally, to develop an understanding of the intent of our Strategic Plan and support for its effective implementation.*
- (1996) *We will develop plans, which assure all teachers use effective instructional practices to help all students learn identified outcomes.*
- (1996) *We will investigate, develop, and implement innovative methods to provide the financial resources to achieve our mission and objectives.*
- (1996) *We will complete the process of identifying, developing and implementing the outcomes, standards, and assessments for the Millard Education Program.*
- (1996) *We will develop and implement plans for meaningful business partnerships to support strategic initiatives.*
- (1996) *We will develop and implement an array of diverse opportunities that challenge each student to excel.*
(Revised 1999, 2001)
- (1998) *We will develop and implement plans in partnership with our community to assist students who are at risk of not achieving identified learner outcomes. (Revised 1999)*
- (1998) *We will develop and implement plans to use technology to effectively manage the district and help students achieve identified learner outcomes.*
- (1999) *We will develop and implement plans to ensure safety throughout our schools.*

- (2001) *In partnership with the community, we will address the challenges presented by state limitations on expenditures and levies.*
- (2004) *We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.*
- (2004) *We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.*
- (2004) *We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.*
- (2004) *We will develop and implement plans to increase student participation in and performance on measures of national and international educational excellence.*
- (2004) *We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.*
- (2004) *In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.*
- (2004/ 2009) *We will develop innovative approaches to motivate and educate those students who learn in non-traditional ways.*
- (2009) *We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.*
- (2009) *We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.*

Abandoned Strategies

- (2009) *We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.*

Strategic Planning Update

September 14, 2015





Our goal tonight is to provide a
brief historical look at MPS
Strategic Planning and share the
status of our 3 strategies.

MPS Strategic Initiatives

2014	College & Career Readiness Standards Nebraska Standards for College & Career Readiness Common Formative Assessment System ACT Culture Behavioral Skills Programs (PBIS & BIST)
2009	21st Century Skills Response to Instruction & Intervention (RtI + I) 40 Developmental Assets
2007	Data Analysis
2005	Pyramids of Intervention Professional Learning Communities (PLC's)
2004	AP Culture & High Stakes Graduation
1999	High Stakes Assessment System Reteaching, Pre-teaching & I.L.P.'s Differentiated Instruction
1998	Curriculum Management Audit (CMA)
1996	Essential Learner Outcomes (ELO's)
1992	Millard Instructional Model

Strategic Planning Timeline

2015-2017
2017-2018

Finish Implementation of Current Plan
Rewrite

Internal Progress Checks

- What's the goal? (objective)
- How far will we get? (process)
- How do we know we reached our end point? (evaluation)

Other factors that help in the implementation of our Strategic Plan this year is our Superintendent's 3 Goals.

Goal 1 Financial and Budget

- The Superintendent will evaluate alternative financial solutions that may enhance revenues for Millard Public Schools.
- The Superintendent will provided budgetary and political options for our school district for board input given the financial implications of local, state and national legislation that might have an impact on our school district.

Goal 2 Digital Learning

- The Superintendent will investigate our current digital learning strategies and evaluate their effectiveness and also provide recommendations for improvement.

Goal 3 Mini Magnet

- The Superintendent will evaluate the success of IB, Core, Montessori and implementation of Early College and also provide recommendations for improvement.
- Ensure full building capacity through the evaluation and site selection of special curriculum offerings, magnets, growth of current programs like IB, Core, etc.

Strategy 1: Financial Challenges	Strategy 2: College & Career Ready	Strategy 3: Positive Social Behavior
1.1 Bond Issue	2.1 Common Core State Standards	3.1 Establish a student behavior skills education program
1.2 Energy Efficient Technology	2.2 <i>Nebraska Standards for Career Ready Practice</i>	
1.3 Wellness Programs and Incentives	2.3 Common Formative Assessment System	
	2.4 High Stakes Assessment System	
	2.5 Demographic Trends	
	2.6 Interactive Tools and Technology	

Strategy 1 - We will address financial challenges facing our district in order for us to achieve our mission and objectives.

- **Selective Abandonment**

Public Employees Board

Possible
Reductions

Reduce to
Top 25
(Executive Committee)

Reduce to
Top 10
(Board of Education)

Study & Report
Top 10
(Executive Committee)

Prioritize
Top 10
(Public Opinion Survey)

PLANNING & BUDGETING

ACCOMMODATING
CONTINUOUS
IMPROVEMENT

Public Employees Board

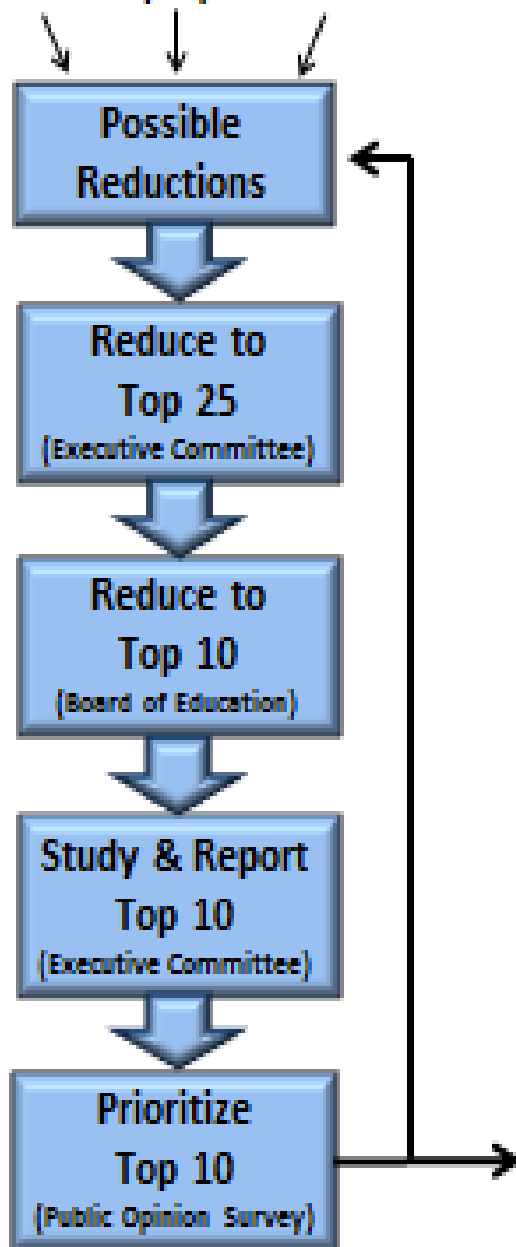
Develop
Strategies
(Strategic Plan Team)

Develop
Action Plans
(Action Plan Teams)

Approve
Strategic Plan
(Board of Education)

Schedule
Action Plans
(Superintendent)

PROGRAM BUDGETING
PROCESS



TOP 25 - TOP 10

- Increase in Open Enrollment Students
- General Ed Paras - District Wide
- Pre-School Programs
- Middle School Alternative Program (MSAP)
- Middle School High Ability Learner (HAL) Facilitators
- Middle School Montessori Program
- Middle Level Hexter Schedule (Study for 16-17)
- Career Academies
 - Distribution & Logistics Management (MHHS)
 - Entrepreneurship (MSHS)
 - Technology Mini-Magnet (MSHS)
 - Culinary Arts (MHHS)
 - Education (MWHS)
 - Health Science (MHHS)
- High School World Languages
 - Japanese
 - Latin
- High School Small Class Size Courses
- 4th Grade Strings
- Marching Band for PE Credit (Study for 16-17)
- HS Assistant Principals
- Substitute Utilization
- Curriculum Cycle/Adoptions
- Wellness Program (Study for 16-17)
- Organizational Dues & Travel to Conferences/Conventions
- MS Partial Parent Pay Bus Transportation (Study for 16-17)
- Elementary Bus Transportation
- Food Service Contracted Employees
- MS Football (Study for 16-17)
- Audiology
- Secretaries - District Wide
- Technology Use
 - Smartboards
 - 1:1 Initiative
- District Teacher-Leader Positions (Study for 16-17)
 - CADRE Associates (1 FTE Reduction Made for 15-16)
 - MEP Facilitators (1 FTE Reduction Made for 15-16)
 - Interventionists
 - District Instrumental Music Dept. Head Extra-Duty (Stipend + 0.25 FTE Reduction Made for 15-16)

SELECTIVE ABANDONMENT STUDIES

(FYE16 Fiscal Impact)

- 1. Increase Open Enrollment Students (\$TBD)**
- 2. General Ed Paras (\$92k)**
- 3. Middle School Alternative Program (\$374k)**
- 4. Career Academies (\$66k)**
- 5. High School World Languages (\$191k)**
- 6. Travel to Conferences/Conventions (\$85k)**
- 7. District Teacher-Leader Positions (\$169k)**

SELECTIVE ABANDONMENT STUDIES

(FYE16 Fiscal Impact)

- 8. Middle School HAL Facilitators (Study Further)**
- 9. High School Small Class Sizes (\$TBD)**
- 10. Fourth Grade Strings (\$229k)**
- 11. Substitute Utilization (\$75k)**
- 12. Middle School Montessori Program (Study Further)**

SELECTIVE ABANDONMENT STUDIES

(School Year 2015-2016)

- B-1 Middle Level Hexter Schedule**
- B-2 Marching Band for PE Credit**
- B-3 Wellness Program**
- B-4 Middle School Partial Parent Pay Bus Transportation**
- B-5 Middle School Football**
- B-6 District Teacher-Leader Positions (Further Study)**
- B-7 Middle School HAL Facilitators (Further Study)**
- B-8 Middle School Montessori Program (Further Study)**
- B-9 District-Wide Printing & Copying (New to List)**



Strategy 2 - We will develop and implement plans utilizing instructional best practices, formative and summative assessments and student data designed to ensure that all students are college and career ready.

Strategy 2, Action Plan 1 (Completed)

Incorporate the Common Core State Standards into the MPS curriculum standards and indicators through the MEP Cycle Procedures.

- Nebraska ELA Standards Reviewed and Approved by BOE, November 3, 2014
- Nebraska ELA Standards as incorporated into Social Studies and Science Reviewed and Approved by BOE on July 6, 2015
- Nebraska Mathematics Draft State Standards Reviewed and Approved by BOE, July 6, 2015
- Once Nebraska State Board of Education approves final draft with recommendation for inclusion in Rule 10 MPS will respond
- Elementary Mathematics Pilot--1st Semester

(State Standards and Indicators Reviewed, Extended, and Approved by MPS BOE in in keeping with Nebraska Revised Statute 79-760.02)

Strategy 2, Action Plan 2 (Underway)

Incorporate the Nebraska Standards for Career Ready Practice: Preparation for College and Career into Millard Public Schools PK-12 curriculum, assessment, and instructional models.

- Nebraska College and Career Ready Standards Incorporated into Rule 6110.1--
Written Curriculum: Content Standards
- Course Guides revised during cycle to include and ensure that CCRS included in
World Languages and Information Technology course guides 2015-2016
- College and Career Readiness Rubrics were used by teachers throughout the school
year and representative groups provided feedback on the rubrics, which have been
adjusted
- Elementary report cards have been revised to reflect student growth towards College
and Career Readiness Standards and Indicators
- Beadle Middle School will serve as a step-ahead building to report student progress
on the middle level report card at Hexters 3 & 5
- High school students will complete a College and Career Readiness Reflection by
responding to prompts within their 9th and 10th grade Personal Learning Plans

Strategy 2, Action Plan 3 (Underway)

Implement common formative assessments

- Lightning Grader available grades 3rd – 8th
- Math bank will continue to grow
- Conversations will begin regarding interest in other areas
- 3 CFA videos available now – great PLC activity together

Strategy 2, Action Plan 4 (Underway)

Modify the existing high stakes assessment system to measure and ensure growth toward and credentialing of college and career readiness for all students.

- The Class of 2016 will be the first to graduate under the revised assessment system that focuses on the Essential Learner Outcomes of College and Career Readiness (reading, writing, math, science).
- This will be the third year of 11th grade DCST ACT testing
- Aspire this fall paper/pencil for 10th grade and online 7th grade
- This fall, HS admin will meet with Directors to review layers of support and ELO testing data for continuous improvement

Strategy 2, Action Plan 5 (Underway)

Examine demographic trends and develop strategies to address the unique needs of each student.

- Share overview of MPS Development of a System of Learning Supports
- Andersen Middle School will field test resource review and gap analysis during the fall semester
- During second semester approximately one-third of MPS schools will complete the process
- Remaining schools will complete process in 2016-2017

Strategy 2 - We will develop and implement plans utilizing instructional best practices, formative and summative assessments and student data designed to ensure that all students are college and career ready.

▪ 2.6 - Underway

Expand use of and access to interactive tools and technology to support and improve PK-12 learning and innovation.

Strategy 3 - We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

3.1 - Underway

Each school will establish a student behavior skills education program utilizing the site planning and/or school improvement process.

Phase 1: Site Plan Rewrite	Phase 2: Implementation	Phase 3: Site Plan Update	Phase 4: Implementation
Ackerman	Abbott	Cody	Aldrich*
Cottonwood	Black Elk	Ezra	Morton*
Reagan	Bryan	Harvey Oaks	Neihardt
Rockwell	Cather	Montclair	Sandoz
Rohwer	Disney	Reeder	Upchurch
North Middle	Hitchcock	Wheeler	Willowdale
Russell Middle	Holling Heights	Andersen Middle	South HS*
	Norris	Kiewit Middle	
	Beadle Middle	North HS	
	Central Middle		
	Horizon HS		
	West HS		

Behavior Skills Management Program

Strategy 3.1

Action Step 2 - Each school program shall be researched based and in compliance with the three-tiered MPS RtI+I model.

Action Step 4 - Each school program shall identify a data process to evaluate behavior trends and individual needs.

Action Step 5 - Each program shall include an on-going staff development plan.

Behavior Skills Management Program

Positive Behavior Intervention and Support (PBiS)

PBiS is a behavior based and **research validated** process that increases the capacity of schools, families, and communities to develop **preventive, proactive, positive** environments. The process focuses on building **school-wide**, classroom and individual systems of support to assist **all students**, but focused enough to provide students at risk individual help. Expected **behaviors are defined, taught, and reinforced**; the expectation is for desired behaviors increase and unwanted behaviors diminish.

Behavior Skills Management Program

Behavior Intervention Support Team (BIST)

A school-wide system tracking and managing student behavior, based on:

1. Grace-(Giving Responsibility and Accountability to Children in Education) and unconditional acceptance of students, but not their negative behavior.
2. Accountability-allowing students to accept responsibility for themselves and their actions.

BIST works with students to cultivate three very important life skills:

1. I can be okay even when others are not.
2. I can be angry or upset without getting into trouble.
3. I can do what is asked of me, even when I don't want to

Behavior Skills Management Program

Participation		
BIST	PBIS	Research Stage
<ul style="list-style-type: none"> • 15 Elementary Schools • 1 Middle School • 0 High School 	<ul style="list-style-type: none"> • 9 Elementary Schools • 3 Middle Schools • 3 High School 	<ul style="list-style-type: none"> • 1 Elementary School • 2 Middle Schools • 1 High School
Abbott Elementary Ackerman Elementary Black Elk Elementary Bryan Elementary Central Middle Disney Elementary Hitchcock Elementary Holling Heights Elementary Montclair Elementary Morton Elementary Neihardt Elementary Reagan Elementary Reeder Elementary Rockwell Elementary Sandoz Elementary Willowdale Elementary	Andersen Middle Beadle Middle Cather Elementary Cody Elementary Cottonwood Elementary Ezra Elementary Harvey Oaks Elementary Horizon High Kiewit Middle Norris Elementary North High Rohwer Elementary Upchurch Elementary West High Wheeler Elementary	Aldrich Elementary North Middle Russell Middle South High

Bully Prevention

Strategy 3.1

Action Step 3 - Each school program will incorporate a bullying prevention curriculum component.

Questions?

Digital Learning Initiative (DLI) Presentation

Strategy 2.6

Millard Public Schools
Board of Education
September 14, 2015

Visual of Digital Learning at MPS



Driving Forces for Digital Learning

Strategic Plan - Strategy 2.6

Specific Result: Expand use of and access to interactive tools and technology to support and improve PK-12 learning and innovation.

Superintendent's Goal for 2015-16

The superintendent will investigate our current digital learning strategies and evaluate their effectiveness and also provide recommendations for improvement.

Strategy 2.6 - Elementary



- New Technology Hardware Standards resulting in a ratio of student to device ratio of 1.5 to 1.
- Creation of MPS Technology Profiles for grades PK-2 and 3-5.
- Apple Education Technology Profile Self-Assessment taken by K-5 teachers to measure technology integration (SAMR) prior to iPad deployment last spring. Will be given again Spring 2016.



Strategy 2.6 - Secondary

- Creation of MPS Technology Profiles for grades 6-8 and 9-12.
- One-to-One Pilot during the 2015-2016 school year.
- Development of new technology hardware standards at the secondary level.
- Superintendent's Student Advisory Council is helping examine new devices and support systems.



Strategy 2.6 - District

- Selected staff members will be evaluating Digital Support Systems for 2016-2017 district implementation
- Improved infrastructure with quality and quantity of wireless access points and increasing the bandwidth on our wide area network (WAN) and connection to the Internet (ESU 3)
- Updated COPPA forms and process
- Student accounts moved from Gaggles to Google domain

GAFE Student & Teacher Training

kjkingston@mpsomaha.org



Google Apps for Education

Student Resources

[GAFE HOME](#)

[MPS GMAIL](#)

[GOOGLE DRIVE](#)

[GOOGLE CLASSROOM](#)

[GOOGLE CALENDAR](#)

[FACILITATOR'S GUIDE](#)

[TEACHER RESOURCES](#)

Welcome to Millard Public Schools Google Apps for Education (GAFE).

[MPS GAFE OVERVIEW](#)

The purpose of these tools is intended to support your learning and classroom activities. Please use the resources found on this site to learn and explore the available GAFE tools.



The MPS Student Code of Conduct as found in your student handbook applies to any and all use of your GAFE account.

[English Version](#) | [Spanish Version](#)

SUBPAGES (1): [TEACHER RESOURCES](#)

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147 Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.* Not Responsible for information found by linking beyond this page. E-mail addresses are for use by staff, parents, and students relating to school business only. Solicitation is prohibited.

Professional Development PK - 5

Sixty Step-Ahead Teachers received 2 full days of Apple Professional Development in 2014-2015 and will be receiving an additional 4 days this school year. The sessions are focused on both pedagogy and device-specific [training](#). (KETV, August 6, 2015)

All PK-5 teachers with iPads received a half-day of training on

- vision
- pedagogy
- integration
- iPad utilization



On-going and expansion of staff development this year will include the technology applications and integration of MPS Technology Profiles.

Professional Development Secondary

One-to-One Pilot teachers received a half-day of staff development on the MPS vision for digital learning and pedagogy. An additional day in September will focus on pedagogy and digital support systems (IC, Safari Montage, Exam View, and Google Classroom).

Selected staff members will receive the same staff development as the One-to-One Pilot teachers.

Digital Learning professional development for all PK-12 teachers will include 4 sessions during the school year, MLK Day 2016, and Fall Workshop 2017.



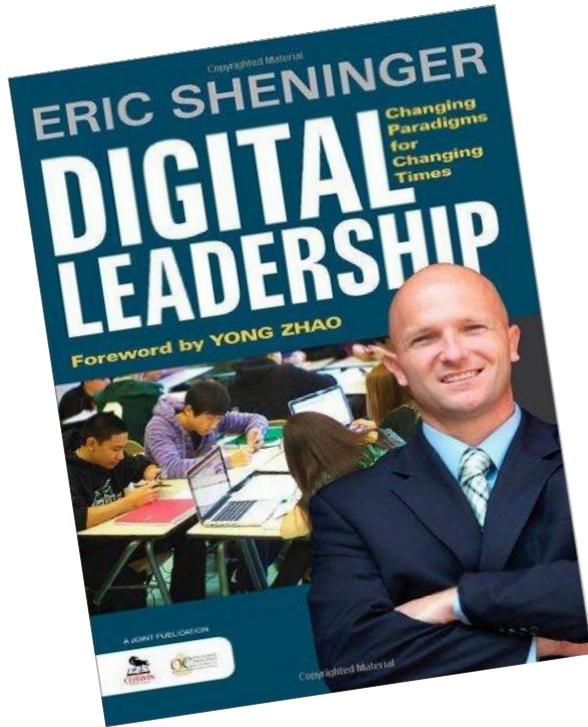
Professional Development Leadership

January 2015 - All district and building administration participated in a hands-on digital learning general admin staff development.

October 2015 - Providing staff development for our District leaders called *Leading in a Digital Learning Environment* conducted by Ted Lai.

April 2016 - All district and building administration will receive staff development on Digital Learning.

Professional Development Leadership



Dr. Sutfin is conducting a book study with all administrators focusing on the book *Digital Leadership: Changing Paradigms for Changing Times* by Eric Sheninger.

All elementary principals and select District Level Leaders will participate in a 4-day intensive [Apple Leadership for Learning Academy](#).

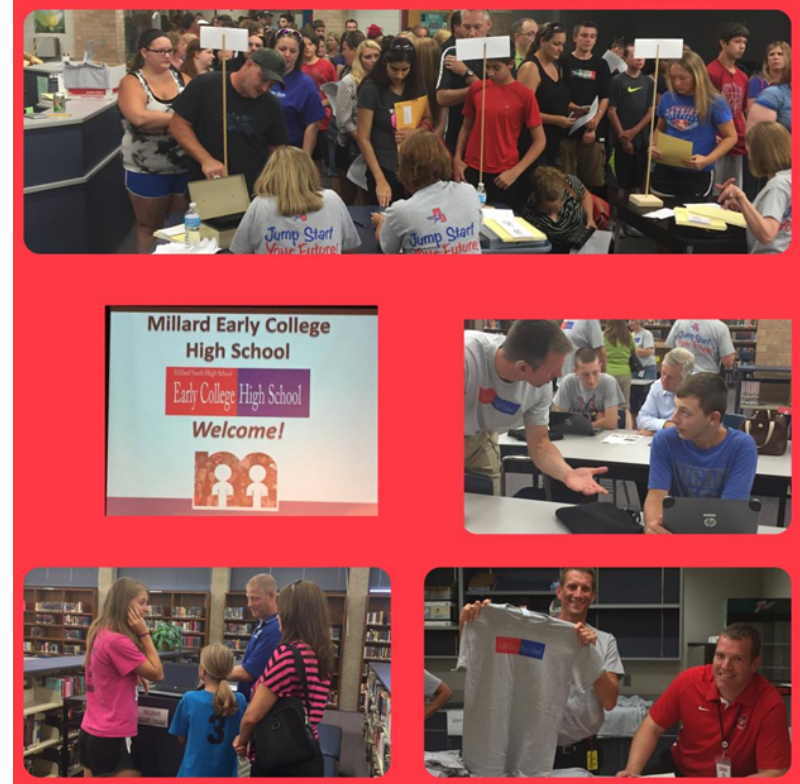
Early College One-to-One Pilot & More



- Early College--225 students
- Avenue Scholars--50 students
- Health Science Academy--64 students
- Digital Resources and Learning Platforms
 - Safari Montage and NetTrekker
 - LMS in Infinite Campus
 - Google Classroom & GAFE
 - CK-12 Foundation and Digital Textbooks

One-to-One Pilot - What We Hope to Learn

- Impact on Local Area Network (LAN) within MSHS
- Internet bandwidth utilization
- Cloud storage needs
- Functionality and appropriateness of piloted device
- Staff development needs regarding digital learning
- Impact on pedagogy
- Student training needs
- Software and digital resource access and utilization



Device Selection - Early College & Beyond



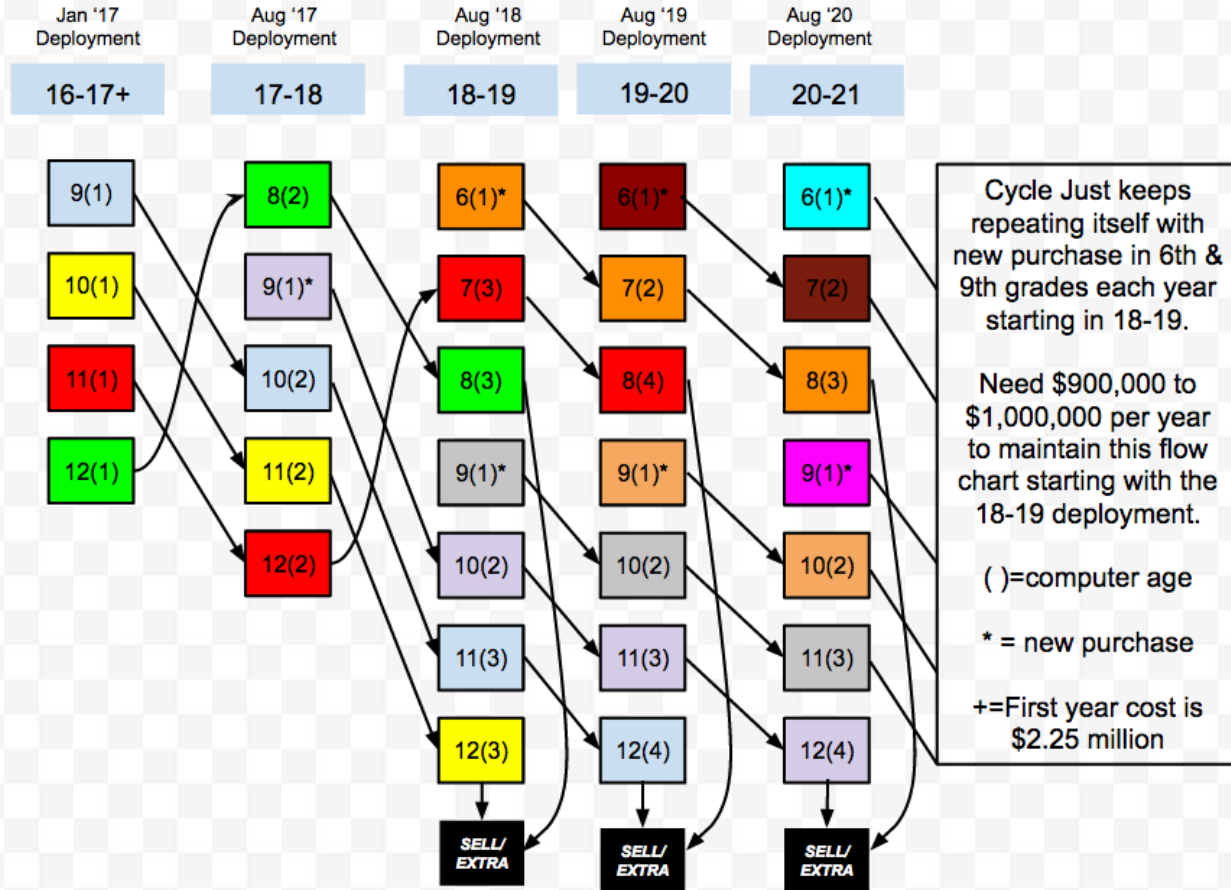
- Currently we have deployed the HP Stream for Early College and other pilots.
- We are looking at other notebook, netbook, and tablets for future pilots.
- Devices and supporting peripherals need to be cost neutral.

Early College One-to-One Computer Pilot

Where Do We Go From Here

- Pilot Expansion: Second Semester 2015-2016 Add several courses at other two high schools
- Pilot Results Used to Aid Full Implementation
- Full Implementation High Schools Projected: January 2017, Middle Level August 2018

One-to-One Implementation Flow Chart



Infrastructure Upgrades

- Upgraded Wide Area Network (WAN)
 - 2 Gb to ESU #3
 - 1 Gb @ MNHS, MWHS, MSHS, & RWSSC
 - 200 Mb @ HHS
 - 100 Mb @ Elementary, SSC, Middle Schools
- Upgraded and expanded number of wireless access points (LAN).
- Upgraded servers and storage at high schools

Impacts of Going One-to-One

- Changing Teaching/Learning
- Preparing our students for the world they will enter--career and college ready
- Freeing classroom space
- Cost Neutral
- Meeting Strategy 2.6 & Superintendent's Goals

QUESTIONS

